



A STUDY ON THE ADJUSTMENT PROBLEMS OF INTERMEDIATE STUDENTS IN CHITTOOR DISTRICT
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ABSTRACT

Adjustment is an integral part of every living being on earth. A child when it is born learn to adjust itself soon after coming from the womb. Similarly an animal tries for adjustment when there is no rail or fire. It tries to go in search of water or tries to escape from fire. Adjustment in living beings is innate. A plant which is placed in a shady area tries to reach the sun light this is also call adjustment. The present study is aimed to investigate the adjustment problems of adolescent students studying intermediate in chittoor district. The investigator has taken the study only on intermediate students because the students at intermediate are teen agers this particular stage is very crucial as they encounter mental and physical changes rapidly.

WHAT IS AN ADJUSTMENT?

We think of adjustment as psychological survival in the same way as biologist uses the term adaptation to describe physiological survival. Adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

Life represents a continuous chain of struggle for existence and survival. In struggling to achieve something, if one finds that results are not satisfactory either changes one's goal or the procedure. This special feature of the living organism is termed as 'adjustment'. Adjustment is the interaction between a person and his environment. Adjustment as a process is of major importance for psychologists, teachers, students and parents. To analyze the process, we should study the development of an individual longitudinally from his birth onwards.

Some of the definitions given below for the clear understanding of the term adjustment:

Adjustment is a recurrent process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. - **Gates and Jersild (1948)**.

"The Education System must make its contribution to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthy by responsibilities of democratic citizenship". - **Education Commission (1964)**.

"Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment". - **Arkoff (1968)**.

WHY THE ADJUSTMENT IS NEEDED?

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyse the process, we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age advances, he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing and blooming confusion. He cannot differentiate among the various objects of his environment but as he matures, he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment.

Anything, which appears to their senses bright, they try to take hold of it. Their development is purely on instinctive level. The nature of adjective process is decided

by a number of factors, particularly, internal needs and external demands of the child. When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives:

1. The individual may inhibit or modify his internal need or demand.
2. He can alter the environment and can satisfy his demands and
3. He can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

ADJUSTMENT PROBLEMS IN ADOLESCENTS

Adolescence has been defined in a number of ways from different points of view: as a period of physical development, a chronological age span or a sociological phenomenon. The term, "adolescence" comes from the Latin word "adolescere" which means to grow into maturity. In this sense, adolescence is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as the emerging adult. Adolescence marks intensive changes among the adolescent girls- physically, physiologically, psychologically and sociologically. Society, particularly Indian society, enforces them to act in a particular manner through code of conduct.

Adolescent period is the most critical period of individual's development, which begins at 12-13 years with the onset of puberty and ends at 18-19 years with the assumption of adult responsibilities. It is characterised by the changes in physiological, psychological and sociological aspects of individuals. **Hall (1904)** views adolescence as a period of storm and stress marked by vacillating and contradictory emotions. According to **Gilmore et.al.(1984)** lack of experience, egocentrism and curiosity to experiment with new and sometimes risky social roles in order to establish unique identity, place adolescents in high risks for developing certain emotional and social problems.

FACTORS – AFFECTING ADJUSTMENT

Some of the important factors that affect the study habits are given below.

1. Home is the first college for every child and mother is the first teacher. If the home environment is good, automatically child's nature in the college is good. Hence the relationship with family members such as parents, brothers and sisters influence the child's performance.
2. The Residence of the pupils plays an important role in their study habits.
3. After home, child spends more time in his college. Hence, the college environment also be good. The teacher and the peer group also play an important role in his study habits. Parents are also looking after, the

- friends of their child. Because with good friends, he learn good habits.
- Curriculum is also one of the factors for developing good study habits. Curriculum should be constructed on the standards of the child.
 - Besides the above three, personality of the child is very important factor in developing good study habits. If the child easily adjusts with the environment, he develops good study habits.
 - If personality factors are good, the intelligence factors are also good. Intelligence also plays as pivotal role on the good study habits of the child. It is general observation that intelligence students stood in top positions.
 - Community is also an important factor for developing good study habits. Community has to arrange the community centres such as library facilities, community resource centres, information canter etc. The good community provides necessary facilities for good study.
 - Apart from all the above factors sex, caste, physical and social environment of the students also influences their study habits.

ADJUSTMENT OF AN ADOLESCENT AT COLLEGE:

The College shares with the home responsibilities in helping the adolescent develop good personality adjustments and achievements. All the domestic preparations of learning would come to be practiced in college. The college should help to improve the intellectual progress and attitudes towards higher achievements in education. The colleges are the sources of learning experiences. College always second major role in moulding the children to become future role models and in restructuring their adjustments. Present educational practices are far from developing a whole some and satisfying the interests and abilities of the individual. Now – a – days the adolescents have become too mechanical in achieving high percentages of marks without having any objectives and education. Education means knowing same thing about everything and everything about one thing based on ones interest. So colleges should give training for improve all round knowledge and training towards the mastery in one subject. Unfortunately present day colleges have become marks oriented factories. The development of personality or quality of study. The only objective of college administrations is nothing more than the percentages

SOCIAL ADJUSTMENT OF AN ADOLESCENT:

All the academic training, learning and behavior pattern should come to be practiced and valued simultaneously in the day to day life of the society. A child should carry over all classroom ideas and experiences to other associations of the society. So that a whole same attitude and central of behavior would be learnt, only then their abilities came into the light in the social exposure. There onwards they continue to improve more or balance their powers, for becoming very successful personality.

The teenagers who are not satisfied with home and college life may try to find satisfaction through some anti-social actions teasing, torturing the weaker student, kicking the dog using foul language , damaging the properties of the society.

An adolescent wants to demonstrate his developing maturity in converting and discussing with people. If any they are not allowed to do so, They might become cruel on another. The senior teenager cannot resist his tempting to bullying his juniors. So the teenagers should be exposed to hardworking through well organized programmes which would give exercise to his mind and body.

OBJECTIVES OF THE STUDY:

- To study the differences of adjustments between male and female students of intermediate in Chittoor District.

- To study the differences of adjustment between Science and Arts groups students of intermediate in Chittoor District.

HYPOTHESES FOR THE STUDY:

Modern investigators are uniquely agreed that whenever possible research comes to light that it should become form a hypothesis. The investigation into a problem without a hypothesis is aimless. In the words of Diebold D. Vandalen 'A hypothesis serves as a powerful beacon that light the way for the research worker. According to Good, Barr, Scats, D.E., - The hypothesis serves the important function of linking together related facts and information and organizing then into whole's.

- There is no significant difference between male and female students studying Intermediate in different colleges in Chittoor District in their adjustment.
- There is no significant difference between Science students and Arts students studying Intermediate in different colleges in Chittoor District in their adjustment.

METHODS OF STUDY:

There are three basic categories in the education al research methods. They are –

- Historical Method
- Experimental Method
- Survey Method.

This classification is based on two factors i.e.

- Time and
- Purpose of the investigation

SELECTION OF SAMPLE:

The Investigator felt that the study is time specific research. For the purpose of this investigation 160 students studying intermediate in Chittoor District were taking. The variables like sex (Male and Female), course of study (science and Arts), were selected for the present investigation.

Table showing distribution of the sample students according to sex.

S. No	Variable	Sample No.
1.	Male students	80
2.	Female students	80
Total :		160

Table showing distribution of the sample students according to their course of study

S. No	Variable	Sample No.
1.	Science	80
2.	Arts	80
Total :		160

TOOL AND SCORING:-

The Investigator has used Adjustment Inventory student form by H.S. Asthana to assess their Adjustment in this adjustment inventory. There are 42 Questions concerning social, emotional and educational adjustments. The students are told to read the questions. They should judge themselves and on the basis of this judgment they should give a tick mark () against "Yes" or "No" against every item. The inventory is untimed.

ANALYSIS AND INTERPRETATION OF THE DATA:

The mean (A.M.), Standard deviation (S.D) were calculated and then the critical ratio values were tested at 0 .01 level. If the C.R values are more than 1.96 and 2.58, they are said to be significant at 0.05 and 0.01 levels respectively. If the computed C.R values and significant, the null hypothesis is said to be rejected. While in the case of C.R.

value is not significant at any level, the null hypothesis is said to be accepted.

Mean is the best method known of central tendency it may be defined as the sum of the scores divided by the No. of scores. The significant of the Mean value are two fold in nature. First, it is single measure which represents all of the scores made by the single group. It gives concise description of the performance of the groups a whole; secondly, it helps to compare two (or) more groups in terms of their performance. It is because of these advantages that the investigator calculated this measure for the purpose of comparison of the sample; Mean is calculated by the following formula.

$$A.M = \frac{A.A.M + (\sum f d / N) \times C}{2}$$

Where, A.M = Arithmetic Mean

A.A.M = Assumed Arithmetic Mean.

$\sum f d$ = The sum of the product of the frequency and its corresponding deviation.

C. I = The length of the class interval.

N = The total No. of scores.

$$C.R = \frac{D}{\sigma_D}$$

Table showing the comparison between male and female intermediate students studying in Chittoor District in their adjustment.

S.NO.	Category	A.M.	S.D.	N	C.R.
1	Male students	16.6	5.5	80	0.29@
2	Female students	15.49	6.54	80	

@ Not significant at 0.05 level.

The above table values explain the difference between male and female intermediate students studying in Chittoor District in their adjustment. The values indicate that there is no significant difference between the above two categories. The mean value (16.6) obtained by the male students is greater than the mean value (15.49) obtained by the female students. The obtained critical ratio value (0.29) is not significant at 0.05 level. The null hypothesis is that there is no significant difference between male and female Intermediate students studying in Chittoor District in their adjustment is accepted. T

The Graph Showing The Comparison Between The Male And Female Students Of Intermediate In Their Adjustment.

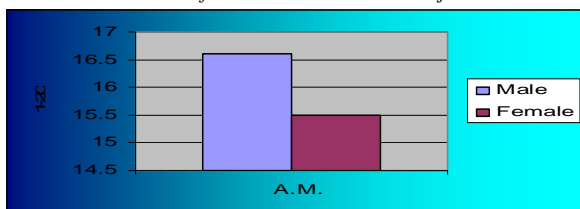


Table showing the comparison between Arts and Science students of Intermediate studying in Chittoor District in their adjustment.

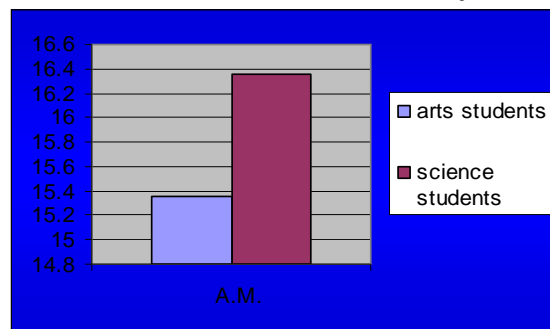
S.NO.	Category	A.M.	S.D.	N	C.R.
1	Arts students	15.35	6.18	80	1.19@
2	Science students	16.35	5.70	80	

@ Not significant at 0.05 level.

The above table values explain the difference between Arts students and Science students studying Intermediate in Chittoor District in their adjustment. The values indicate that there is no significant difference between the above two categories. The mean value (15.35) obtained by the Arts students is less than the mean value (16.35)

obtained by the Science students. The obtained critical ratio value (1.19) is not significant at 0.05 level. The null hypothesis is that - there is no significant difference between Arts and Science students of Intermediate studying in Chittoor District in their adjustment is accepted.

The Graph Showing The Comparison Between Arts and Science Students Of Intermediate In Their Adjustment



CONCLUSIONS:

- There is no significant difference between male and female students studying Intermediate in different colleges in Chittoor District in their adjustment.
- There is no significant difference between Science students and Arts students studying Intermediate in different colleges in Chittoor District in their adjustment.

SUGGESTIONS FOR FURTHER RESEARCH

- A similar study can be conducted on residential and non-residential students studying Intermediate and Degree.
- An attempt may be made to study the adjustment of 10th class students.
- A similar study can be done on other samples.
- An attempt may be made to study of a similar research among the faculty members working in junior college, Degree College and P.G level.
- Since the present study is an explorative one and similar study on the wider population be useful.

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